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tions that account for this fact stand out as warning beacons that nations of our day may avoid their fate. Students who have read the "Institutes of Education" and have perhaps been somewhat repelled by the too great brevity, conciseness, and apparent dogmatism of that book, will find another side of Professor Laurie's work revealed in this history. The style is most interesting and attractive. Indeed, there are few educational works that are as delightful reading. The work fills a vacant place in English pedagogical literature. The author has already made a valuable contribution to educational history in his "Rise and Early Constitutions of Universities." The hope may be expressed that at no remote date he will find opportunity and impulse to bridge over the gap between the two works, and thus form a practically continuous history of education from the earliest times to the beginning of the modern period. It has always been a matter of regret that we had not in English an adequate history of education. If Professor Laurie could only be made to consider the whole field of education on the same plan that he has now worked out for the Pre-Christian period alone, this regret would no longer exist.

The Educational Ideal. An outline of its growth in Modern Times. By JAMES P. MUNROE. Boston: D. C. Heath Co.

The title of this work does not necessarily give any idea of its interesting contents. The scope of the work will be better defined by an extract or two from the introductory chapter: "We feel that to us for the first time in the history of pedagogics, inspiration has come, and that from our hands after centuries of distrust and misunderstanding, the child is at last to receive right education. It is to remind ourselves of the falseness and narrowness of this attitude that I have ventured to sketch the growth of the educational ideal. In so doing I hope to show that the preëminent influences upon the growth of this educational ideal have been those alone which paid some heed to the natural development of man, that taught some study of the normal growth of the child, that tended in short towards what I must call for want of a better term, a natural education." . . . "Dealing, therefore, with these successive educational heroes, I shall consider as types and leaders in educational progress, Rabelais, Francis Bacon, Comenius, Montaigne, Locke, the Jansenists, Fénelon, Rousseau, Pestalozzi, Froebel, and, collectively, women." It will

be seen thus that the work is not dissimilar in plan to that well known educational classic "Quick's Educational Reformers," though the two works cover somewhat different ground.

The work is in other respects not unworthy of being placed beside that of Quick. The author writes with evident wide command of his materials. He writes too with vigor, force, and charm. It is pleasant to read his book and there are not a few passages that set the blood tingling. Differing from Quick, he has selected his "heroes" to represent certain distinct stages in the development of the educational ideal. Thus there is a very obvious thread of unity running through the whole book. It is very far from being a collection of biographical sketches. Thus Rabelais, Bacon, and Comenius are made to represent respectively, the revolt against mediaevalism, the revolt against scholasticism, and the revolt against feudalism. Montaigne and Locke stand as sponsors for the idea that the child has senses to be trained. The Jansenists and Fénelon come forward to protest that the child has a heart to be developed. Rousseau introduces the notion that the child has a soul to be kept pure ; by the way, not a very satisfactory characterization of Rousseau's contribution to pedagogy. Pestalozzi and Froebel come to demand that the senses, heart, and soul must be educated together, while the general influence of women in education is taken to show that education leads to and from the family and that its unit is found in the home. The importance of the mother in education is strongly emphasized. "Under this new conception of education, the mother comes forward into hitherto unimaginable prominence. Upon her rests to an extraordinary degree the responsibility for the right guidance of the senses and the will of all her offspring through the mazes of natural phenomena. The school and schoolmaster are still necessary factors in education, but they are no longer primary ones. Having after centuries of wandering brought the child back to his proper atmosphere, his home, having determined who shall be responsible for his teaching and what shall be the final end of that teaching, we have indeed, put the educational question upon a sound and healthy basis.